



Opportunity Funding
Combined application for Flexible funding and Mental Health and/or
Reading funding

For more information contact: Maria Rodriguez
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Funding Period: Fiscal Year 2023

Opportunity Funding

Directed Funds for students identified as English Learners and students from low-income households

**Delaware Department of Education
Opportunity Funding Form
2022-2023 School Year**

Application deadline: July 29,2022

Purpose: Senate Bill 56 of the 151st General Assembly codified the Opportunity Fund, an additional source of education funding for Delaware public schools intended to support the increased needs of low income and English learner students, and established the parameters for how the funding is to be distributed and the usages reported. Epilogue language in the annual appropriations Act provides further parameters regarding usage and allocation.

For FY23, this is a combined school-based application for both the Flexible funding and Mental Health and/or Reading funding (if applicable) allocations.

Appropriation Allocation Method:

Flexible Funding - \$30 Million to be allocated. LEAs will receive school-based allocations at \$616.35 per English learner (EL) and \$616.35 per low-income (LI) student. LEAs shall have flexibility in the use of these funds to enhance services to EL and LI students, including using these funds to cover 100% of personnel costs for associated staff, contractual services, supplies and materials, or other expenditures deemed necessary to provide additional supports to these populations. Staff may include, but not be limited to, personnel dedicated to improving reading comprehension and math proficiency, or who provide additional wrap-around services or mental health supports. Funding allocations shall be made available to LEAs upon the passage of the FY23 budget so that in early July LEAs may begin to hire staff, procure instructional materials, execute contracts for services, and plan for the upcoming school year.

Mental Health and/or Reading - \$8 million to be apportioned to schools which meet the following criteria based on prior year unit count: (1) a grade configuration containing kindergarten through fourth grade and (2) greater than or equal to 30% Low income and/or greater than or equal to 10% English learner enrollment. These funds for mental health support shall be in the form of school counselors, school social workers or licensed clinical social workers, school psychologist and/or for additional reading supports for grade K-5. Services may include the employment of staff, where such funding may be used to cover 100% of personnel costs on a 10-12-month basis and/or contracted services.

All districts shall be authorized to assess a local match to provide for the local costs associated with this appropriation.

Accountability:

For FY23, local school boards shall allocate not less than 98% of the total allocation it receives generated by a specific school to that school. A local school board that wishes to allocate the funds in a different manner may do so in accordance with 14 Del. C. §1704(4).

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Districts and charter schools shall submit an annual report to the Department of Education on the use of the funds no later than January 1st of each year detailing how each school expended the funds earned and total expenditures by school, and make those reports publicly available on their website.

Metrics: Academic growth, progress toward English language proficiency (ELP) and mathematics proficiency, and reduction in chronic absenteeism.

In addition to the accountability measure data, the Delaware Department of Education (DDOE) will provide support by offering:

- Toolkits on evidence-based best practices for improving outcomes for EL and low-income students.
- Guidance for selecting high quality instructional materials.
- Technical support enabling LEAs to take a comprehensive look at their funding streams in order to maximize and coordinate them.
- Professional learning provided by content experts.
- Sharing best practices in a variety of ways including regular meetings with curriculum directors, chiefs/principals, social media and presentations.

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District/Charter Information

DISTRICT/CHARTER NAME: Sussex Montessori School		
DISTRICT/CHARTER STREET ADDRESS: 24960 Dairy Lane	CITY: Seaford	ZIP CODE: 19973

Main Contact Information

CONTACT NAME: Lisa Coldiron	CONTACT PHONE NUMBER: 3024045367
CONTACT EMAIL ADDRESS: Lisa.coldiron@sussexms.k12.de.us	

School Name	Flexible Funding	Total Flex LEA	Mental Health and/or Reading	Total MH and/or Reading LEA
(4090) Sussex Montessori School	\$71,497.00			
		\$71,497.00		

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Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Sussex Montessori School		
SCHOOL STREET ADDRESS: 24960 Dairy Lane	CITY: Seaford	ZIP CODE: 19973

School Contact Information

CONTACT NAME: Lisa Coldiron	CONTACT PHONE NUMBER: 3024045367
CONTACT EMAIL ADDRESS: Lisa.coldiron@sussexms.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
			<input type="checkbox"/>

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EL Coordinator	\$3000.00	The EL Coordinator will be responsible for the implementation of WIDA developmental standards, coordinate and schedule all testing and engage in family and teacher follow up consultations.	<input checked="" type="checkbox"/>
EL Teacher	\$3000.00	The EL teacher will guide instruction for all EL students within the classrooms to ensure growth and sheltered instruction. Impact will be measured using the Dibels pre and post assessments as well as WIDA Access testing. Our goal is to see a 50% growth in Access testing results across all grade levels for our EL students.	<input checked="" type="checkbox"/>
EL/IL Teacher Support guide	\$11,377.80	The EL teacher support guide will provide assistance to the EL teacher with lesson implementation, scheduling and in-class reinforcements. Impact will be measured using Panorama's SEL and behavioral data collection tools.	<input type="checkbox"/>
EL/IL Student Support Guides	\$12,619.20	The student support guides will be strategically placed within the classrooms to support those specific EL students and/or other students with specific growth needs who benefit from one-on-one support. Impact will be measured using Panorama's SEL and behavioral data collection tools.	<input type="checkbox"/>
Panorama Education	\$500.00	Panorama is a data collection platform that pulls our key student information into one place to give a visual dashboard recording, allowing us to move from interpreting data to taking specific action steps to improve student Social Emotional outcomes. Panorama provides a reliable way to measure and improve social emotional learning in our school. It measures student mindsets, behaviors and attitudes that are related to success in school and beyond the classroom. This tool will assist our school in addressing equity issues that have gone unidentified in our young program. Research points to	<input type="checkbox"/>

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		<p>persistent racial, economic gender gaps in achievement across the population that we serve. The data from this survey will aid our EL staff, and our Social Worker in identifying our students with the greatest need.</p>	
DERS Training	\$1000.00	<p>DERS training is required for all staff to measure child and adult behaviors and environmental attributes, associated with developmental outcomes such as executive function, linguistic and cultural fluency, and social fluency and emotional flexibility. DERS also identifies any unconscious bias that might be operating that could negatively impact a child's growth. This tool specifically supports our EL and IL students within the classroom by identifying any areas in the classroom environment that may be hindering their growth due to underlying inequities.</p>	<input type="checkbox"/>
Funding for two Associate Teachers	\$40,000.00	<p>Now having the privilege of working with our students and families for two years we have a greater understanding of the supports needed for our students. Having an Associate teacher in the classroom helps support student learning by allowing the support teacher to provide any extra one on one (or small group) language (EL) support without requiring out of classroom time as well supports a reduction in classroom behaviors. We expect to see a 25% deduction of reported behavior incidents in the classrooms with associate teacher supports. Data will be collected through the Panorama platform and using DERS regularly in classrooms.</p>	<input type="checkbox"/>

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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>
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Assurances and Signatures

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer: LISA COLDIRON

Signature: Rita Cordin Date: July 25, 2022

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager: Michelle Hastie

Signature: Michelle Hastie Date: 7/25/2022

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee: Cora L. Scott, Deputy Secretary of Education  7/25/22

Signature: Cora Scott Date: 7/26/22